



# OAED NEWS

## Office of Assessment and Educational Development

### In this issue:

- \* Coaches Corner
- \* Distracted (Part 1)
- \* Faculty Development
- \* Accreditation Update
- \* Student Viewing
- \* Resources

Happy New Year!

We all hope that 2021 will bring better times and a return to somewhat “normal”, if we even know what that might be. Until then, OAED continues to offer support to meet the challenges of teaching remotely and dealing with the many issues facing faculty and students. In this issue, we start exploring distraction or attention and how we might help ourselves and our students become “indistractable”. As always, let us know how we can provide assistance.

### Coaches Corner

The next coaching window for the Year 1 class will begin Tuesday, February 9<sup>th</sup> and end Tuesday, February 23<sup>rd</sup>. Many students have been looking at possible summer activities to improve their residency applications in light of the move to change COMLEX Level 1 to pass/fail. In our February Faculty Development Session, Dr. Vicki Shuman will be discussing tips for talking with students about how to prepare their CV for match in certain disciplines. We will also look at the results of the faculty survey regarding the coaching program and discuss ways to simplify the coaching feedback in eMedley. (Note this session will start a little earlier, 11:45 am, to accommodate Dr. Shuman’s schedule.) Please plan to attend this important session!

### Distracted (Part 1)

It is easy to become distracted. We have lots of things to capture our attention and move our focus away from what we are trying to accomplish. In recent years, we often blame the lack of attention on electronics (laptops, smartphones etc.). But a look back shows that we have been blaming technology for our poor ability to pay attention since the early 1900’s. A early cartoon showed two people facing away from each other because their attention was held by a new invention, the wireless telegraph (<https://guildofscientifictroubadours.com/2016/07/31/science-art-forecasts-for-1907-punch-magazine-1906/>).

But complaints about distractions were noted over 2000 years ago by Aristotle. So distraction is nothing new. Aristotle noted that people who love the flute would be unable to focus on arguments, if they hear someone playing the flute. So his explanation of distraction was that we can be diverted from a challenging task to one we find more pleasurable. Others have discussed that random noises or intrusive thoughts can distract us. So a distraction can be a pleasant diversion, an external intrusion or just everyday thoughts and worries.

Author, Nir Eyal, says “stop blaming technology—distraction starts within.” So, while technology has made becoming distracted easier, it certainly is not the cause. He goes on to say, in the book, *Indistractable: How to Control Your Attention and Chose Your Life*, that internal triggers cause distractions. “What discomfort was I avoiding by turning to social media or my phone?”

James Lang has researched distraction and written a new book focused on distraction in the classroom. He notes that attention in the classroom should be considered an achievement, not something to take for granted. “Good teaching involves paying attention to attention.” (Lang). In describing how learning takes place, he notes three stages: attention, processing and retrieval. So his book focuses on the first thing needed for learning to take place: attention. He offers recommendations on how to make attention a priority in the classroom both in his book and in a series of articles recently published. His first recommendation:

***If you want attention to matter to your students, it first has to matter to you.***

We will look at some of Lang’s and Eyal’s other recommendations in the coming months. If you would like to check these out for yourself, Dr. Lang has a series of articles in *The Chronicle of Higher Education* (<https://www.chronicle.com/article/distracted-minds-why-your-students-cant-focus>) or in his 2020 book, *Distracted Why Student’s Can’t Focus and What You Can Do About It* which is available in the WV SOM library.

Nir Eyal has blogs at [NirAndFar.com](http://NirAndFar.com) and in the digital magazine, *Psyche*. (<https://psyche.co/guides/to-become-indistractable-recognise-that-it-starts-within-you>)

Both books are recent publications on distractions and attention.

### QUOTE:

“Very powerful distraction nowadays are the notification sounds from social media.”  
Giridharan K



## Upcoming Faculty Development Opportunities

Links to these virtual opportunities will be emailed prior to the date of each event. Lunch will be provided.

### **IAMSE Web Seminar: USMLE Step 1: Osteopathic and International Perspectives**

February 4, 2021  
12:00—1:00 pm  
(Lunch will not be provided)

### **Continued Conversations on Coaching: Faculty Feedback for Students' Future**

Dr. Victoria Shuman  
Dr. Deborah Russ  
February 9, 2021  
11:45 am—12:50 pm

### **Strategies for Improving Interactions with Colleagues**

Dr. Deborah Russ  
Dr. Machele Linsenmeyer  
March 9, 2021  
12:00—12:50 pm

### **Save the Date:**

### **IAMSE Spring Webcast Series: Strategies for Promoting Inclusivity in Health Sciences Education**

This series will explore strategies for inclusive teaching including recognizing unconscious bias, and creating diverse, inclusive and equitable content for both the basic science curriculum and the clinical learning environment.

March 4, 11, 18, 25 and April 1

## Accreditation Update

This month's newsletter continues the review of COCA's Standards, Elements, and Required Evidence for each.

### **Standard 1**

Mission and Governance - A College of Osteopathic Medicine (COM) must have a written statement of mission and goals for the osteopathic medical education program, conduct ongoing planning and assessment, and have written bylaws that describe an effective organizational structure and governance processes. In the conduct of all internal and external activities, the COM must demonstrate integrity through its consistent and documented adherence to fair, impartial, and effective processes, policies, and practices.

### Element 1.6

Degree-Granting Body - The governing body of the COM and/or parent institution must confer the degree Doctor of Osteopathic Medicine (DO) upon those students who have satisfactorily completed the requirements for graduation and have been recommended for graduation by faculty.

### Required Evidence:

1. Provide a copy of the bylaws or governing documents that demonstrate the conferral of degree.
2. Provide a copy of the COM policy demonstrating that the faculty association (or approved body) must recommend candidates for graduation.
3. Provide minutes from the faculty association meeting where this occurred for the most recent graduates.

You can find the details on the COCA Standards on the WVSOM website at this link: <https://www.wvsom.edu/sites/default/files/u198/com-continuing-accreditation-standards.pdf>, and the COCA Standard Accreditation Tables at this link: <https://www.wvsom.edu/sites/default/files/u198/com-continuing-accreditation-tables.pdf>.

WVSOM continues preparation for the COCA Comprehensive Evaluation visit schedule for 2022.

Upcoming Institutional CQI meetings:

- February 16, 2021
- May 18, 2021

## Student Viewing

During the Fall Semester, students viewed lecture videos 104,000 times. This is a **22% increase** from the Fall of 2019. A surprising one day total of over 7000 views was hit on August 17, 2020. The Heart course ended on that date...maybe that contributed to this very high one day total.

### **Links to Resources**

- ◆ [Institutional Data Request Form](#)
- ◆ [Faculty Development Resources](#)
- ◆ [eMedley Resources](#)
- ◆ [Various Faculty Resources](#)